AP® Research
Presentation and Oral Defense
2016 Scoring Guidelines

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AP Research Performance Task Rubric: Presentation and Oral Defense

Content Area	Performance Levels		
1 Research Design	The presentation states the research question/project goal OR method OR argument, conclusion or understanding. 1	The presentation states the research question/project goal AND method OR argument, conclusion or understanding. 2	The presentation states the research question/project goal AND method AND argument, conclusion or understanding. 3
2 Establish Argument	The presentation or additional scholarly work presents a generalized or oversimplified conclusion. 2	The presentation or additional scholarly work presents a logically organized argument and explains the connections between evidence and the conclusion. 4	The presentation or additional scholarly work presents an argument that identifies and explains the consequences and/or implications made in the conclusion. 6
3 Reflect	The presentation states simplistic or overgeneralized connections between their initial assumption or hypothesis and the student's personal conclusion(s). 1	The presentation describes evidence that affirmed or refuted the student's initial assumption or hypothesis. 2	The presentation explains how steps in the research process led to the development of the student's personal conclusion(s). 3
4 Engage Audience	The design, delivery or performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement) hampers effective communication AND/OR severely limit the presentation's impact. 2	The delivery of performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement) does not detract from the communication of the argument. 4	A careful selection, for a targeted audience, of design, delivery or performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement), coupled with a dynamic execution of those techniques, enhances the communication of the argument. 6
5 Establish Argument *(Research/Inquiry Process Defense Question)*	The oral defense identifies the inquiry choice in response to the question posed, but the explanation of the choice is superficial or illogical. 1	The oral defense provides a rationale by logically explaining why the choices made during the inquiry process were appropriate. 2	
6 Establish Argument *(Depth of Understanding Defense Question)*	The oral defense provides a simplistic response to the question posed with few, if any, details that would illuminate the new understanding. 1	The oral defense provides specific details to address the question posed and describes the relationship of those details to the new understanding. 2	
7 Reflect *(Reflection Throughout the Inquiry Process Defense Question)*	The oral defense makes a connection to personal learning in the context of the inquiry superficially, but does not necessarily answer the question posed. 1	The oral defense provides an explanation of how the project or process, in the context of the question posed, is significant for the student's own understanding, self-awareness, or personal learning. 2	

NOTE: To receive the highest performance level presumes that the student also achieved the preceding performance levels in that row.

ADDITIONAL SCORES: In addition to the scores represented on the rubric, teachers can also assign scores of **0** (zero).

- A score of **0** is assigned to a single row of the rubric when the presentation displays a below-minimum level of quality as identified in that row of the rubric.
- A score of **0** is assigned to row 5, 6, or 7 of the rubric when the response is off-topic.

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